Communities That Care

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Mouse-Click Icon

(for a computer-based presentation)

The mouse-click icon shows you what information will come up on the slide when you click. (Some slides use several clicks.)





Notes

You've put a lot of hard work into drafting your community-level outcomes and making preliminary selections of programs, policies and practices.

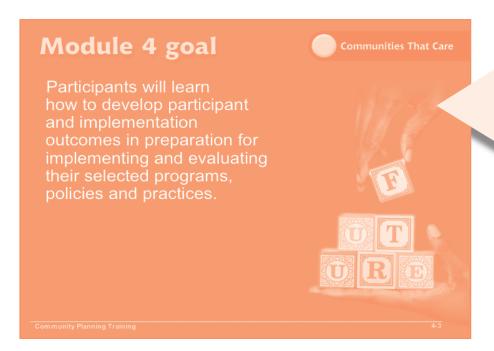
In this module, you will learn how to ensure that the tested, effective programs you implement are effecting changes that will ultimately make your community vision a reality.



Notes



Let participants know that this module will address the milestone "Develop implementation plans for each program, policy or practice selected" by covering how to draft participant and implementation outcomes.





Review the goal.



Notes

Objectives

Communities That Care

Participants will be able to

- 1. Develop participant outcomes.
- 2. Develop implementation outcomes.
- 3. Identify the elements of implementation.



Community Planning Training

Review the objectives.



Notes

Let's take another look at the planning model to review what we have accomplished and what further work needs to be done.

You began with your community's vision for healthy youth. You then developed community-level outcomes, which include behavior and risk- and protective-factor outcomes. These community-level outcomes specify the changes you seek for your community, and they help you measure your progress toward those changes.

Next you made preliminary selections of tested, effective programs, policies and practices to address your community's priority risk factors, as well as to address gaps, issues and barriers in existing resources. These programs, policies and practices will eventually achieve your community-level outcomes and, ultimately, your community vision.



Notes

Program-level outcomes

- Communities That C
- Participant outcomes measure the changes a program produces.
- Implementation outcomes measure the process by which a program produces desired changes

Community Planning Training

The road to realizing your community's vision starts with developing participant and implementation outcomes, which are called program-level outcomes. Program-level outcomes determine program fidelity and measure the changes your tested, effective programs, policies and practices bring about over the short term (6 months to 2 years).

Here is what each type of program-level outcome hopes to achieve:

- Participant outcomes measure the extent to which the program produced the desired changes in participants' knowledge, attitudes, skills or behavior.
- Implementation outcomes measure the way in which a program will effect change. For example, they establish who will deliver the program and how many sessions there will be.





Notes

Objective 1: Develop participant outcomes.

We'll begin by developing participant outcome examples. As you know, your participant outcomes will identify the changes you want your selected programs to bring about in the short term (6 months to 2 years). There are several ways this can happen, including changes in:

- Knowledge—For example, as a result of a tested, effective smokingprevention program, students will know the health risks of smoking.
- Attitudes—For example, as a result of a tested, effective smokingprevention program, students will **believe** that smoking is harmful to their health.
- Skills—For example, as a result of a tested, effective smoking-prevention program, students will **have the skills** to resist the pressure to smoke.
- Behaviors—For example, as a result of a tested, effective smoking-prevention program, students will **choose** not to smoke.

Often, a tested, effective program can produce change in more than one area. For example, a tested, effective program for adolescents that focuses on the dangers of drug use could aim to bring about change in all four areas. In this case, you would draft four separate participant outcomes for the program.

Carefully examining the descriptions of each selected program, policy or practice in Communities That Care Prevention Strategies: A Research Guide to What Works will help you determine the types of changes the program can effect. This will help you write your participant outcomes.



Notes



Objective 1: Develop participant outcomes.

Review the slide.

Look at the program description on the slide. Using this brief description, can you name two changes this program aims to effect?

Take responses. Ask participants to explain their answers. Be sure to cover the following points before moving on:

- Knowledge—The program will increase parents' knowledge about infant development and health care.
- Skills—The program will improve parental skills related to caretaking and parent/child interaction.

Can anyone explain why it is important to identify these changes **before** drafting your participant outcomes?

Take responses.

In order to draft successful participant outcomes, you first need to know what changes your selected programs are capable of effecting. Once you've determined this, you can draft outcomes that:

- identify the changes that will take place in participants' lives
- work within the capacity of your selected programs.

Participant outcome examples • Significantly increase parents' knowledge of appropriate infant health-care practices as measured by pre- and post-tests. • Significantly increase parents' caretaking and interaction skills, as measured by pre- and post-test observations of parents and infants.



Slide 4-9

Notes

Objective 1: Develop participant outcomes.

Review the slide.

The slide shows examples of two possible participant outcomes. The first reflects a change in knowledge. The second reflects a change in skills.

Note to trainers: Let participants know that the word "significantly" in the examples is a statistical term meaning that the change that occurred was large enough that it could not have been due to chance.



Notes

Activity: Participant outcomes Choose a program from the Strategic Planning Worksheet. Review the program description and identify categories of changes. Draft desired outcomes. Present outcomes to

Objective 1: Develop participant outcomes.

This activity will give you a solid foundation for developing your participant outcomes. Like your community-level outcomes, the participant outcomes that you draft here will not be set in stone. These preliminary outcomes will give you something to take to the community for further discussion.

Activity: Participant outcomes

Time: 20 minutes

Instructions:

- Divide participants into groups of 3. Have each group choose a program listed on the Strategic Planning Worksheet. (Trainer should ensure that all of the programs are covered.)
- Have each group review the description for their program in the prevention strategies guide. From this description, have them identify the types of changes they wish to effect. Instruct them to use the Participant Outcomes Worksheet in their Participant's Guide.
- Have each group draft their desired participant outcomes. Allow about 10 minutes.
- Have each group present their outcomes to the larger group. Record each outcome in the appropriate place on the easel sheet copy of the Strategic Planning Worksheet.



Participant Outcomes Worksheet

Assigned program, policy or practice:			
Check each category in which your program will effect change in your participants and describe the change.			
☐ Change in knowledge			
□ Change in attitudes			
□ Change in skills			
□ Change in behavior			
Desired participant-outcome statement 1:			
Desired participant-outcome statement 2:			
Desired participant-outcome statement 3:			
Desired participant-outcome statement 4:			



Notes

Implementation outcomes should address:



- Who the program will be delivered by
- When the program will be delivered, including how often and how long
- Where the program will be delivered
- How the program will be delivered
- Number of people to be affected by the program
- Who your target audience will be.

Community Planning Training

4-1

Objective 2: Develop implementation outcomes.

Now that you have identified the changes you want your selected programs to bring about, you can begin to develop your implementation outcomes. Defining exactly how your selected programs, policies and practices will work in your community will help to ensure that they are implemented with fidelity. Program fidelity is essential to achieving your desired participant outcomes.

Your implementation outcomes should address:

- who will deliver the program (for example, a program might be delivered by teachers, PTA members or outside technical assistance providers who have special skills and training to implement the program with fidelity)
- when the program will be delivered, including how often and for how long (for example, some programs might take place three times over the course of six months while others might take place twice a week for two years)
- where the program will be delivered (some examples of where programs can take place include community centers, schools or homes)
- how the program will be delivered (depending on the type of program you choose, programs might be delivered using video segments, classroom training, home counseling or tutoring)
- how many people the program will reach (for example, your program might reach 150 parents or 30% of teen mothers in the community)
- who your target audience will be (for example, parents, children 7-10 years old or those identified by demographic gaps).

Let's take a closer look at each of these factors.

Target audiences Universal—available to all Selective—targeted to include those exposed to specific risk factors Indicated—targeted to include those who have initiated involvement in problem behaviors

Notes

Objective 2: Develop implementation outcomes.

The first step in developing implementation outcomes is to determine your selected program's target audience. Identifying target audiences helps to ensure that your programs reach them. You can use your community assessment and community-level outcomes to identify those audiences your programs need to reach.

Target audiences fall into three categories:

- A program with a universal target audience serves all youth in a community or population. A social-skills curriculum for all of a school system's sixth graders is an example of a program with a universal target audience.
- A program with a selective target audience serves youth who are at elevated risk for problem behaviors. A social-skills curriculum for sixth graders from low-income households is an example of a program with a selective target audience.
- A program with an indicated target audience serves youth already engaging in problem behaviors. A social-skills curriculum for sixth graders with histories of fighting is an example of a program with an indicated target audience.



Notes

Implementation outcome examples



- Trained professionals will provide, weekly over a 24-month period, two hours of home-based parent education, based on the program manual, to at least 30% of the community's teen mothers.
- Trained professionals will provide, over a three-week period, six classroom-based parent-training sessions, using role-playing with feedback, to 60% of the community's parents.

Community Planning Training

4.4

Objective 2: Develop implementation outcomes.

These are examples of implementation outcomes. You can use these examples as a guide when you develop your own implementation outcomes on the worksheet in your Participant's Guide.

Check for understanding.

Let's quickly review the first implementation outcome example listed on the slide. I want you to try to identify each of the following parts, which you will need to know in order to draft your own implementation outcomes:

- Who is responsible for implementing the program? [Trained professionals]
- What will be the length of the program?
 [24 months]
- How many sessions are held per month?
 [4 sessions per month]
- How long is each session?[2 hours]
- Where will the program take place? [At participants' homes]
- What delivery method will be used?
 [Parent education based on the program manual]
- Finally, how many people do you wish to affect with the program? [30% of the community's teen mothers]

Congratulate participants on their effort.





Notes

Objective 2: Develop implementation outcomes.

This activity will help you draft your preliminary implementation outcomes.

Activity: Implementation outcomes

Time: 10 minutes
Instructions:

Using the same groups of 3

- Using the same groups of 3 as in the previous activity, have each group work with the same program they used in the previous activity.
- Have each group use the program description in the prevention strategies guide to identify as many components (who will deliver the program, program length and frequency, location, method of delivery, how many people will be affected and target audience) as they can. For example, they may not be able to identify where the program will take place (some programs could be implemented in a variety of locations, which will need further investigation after the training).
- Have one of the group's members record the information on the Implementation Outcomes Worksheet in the Participant's Guide.
- Have each group draft their desired implementation outcomes using their identified components.
- Have each group present its outcomes to the larger group. Record each outcome in the appropriate place on the easel sheet copy of the Strategic Planning Worksheet.

Implementation Outcomes Worksheet

Assigned program, policy or practice:
Program will be delivered by:
Program length and frequency:
Location of program delivery:
Method of delivery:
Number of people to be affected by the program:
Target audience:
Desired implementation-outcome statement:



Objective 3: Identify the elements of implementation.

In Phase Five you'll use your implementation outcomes to develop implementation plans for your selected programs, policies and practices. You may find it helpful to consider the following elements of implementation as you finalize your implementation outcomes and write your Community Action Plan. By thinking about these elements during the planning process, you can help ensure that your outcomes are realistic and achievable.

- **Fidelity** means that the program is implemented and delivered as designed. That is, it should be delivered with the same components, intensity and duration as when it was tested and shown to be effective. Implementing tested, effective programs with fidelity is crucial to achieving your participant outcomes. Your implementation plans will define how you will monitor program fidelity.
- **Funding** refers to the resources that will support the implementation and maintenance of the program.
- Recruitment is the process of informing your target audience of the program in order to generate participation. Recruitment might include direct contact, advertising in local media or sending out fliers.



Notes

Funding sources • Funding sources • Current funding opportunities • Funding tips and techniques

Objective 3: Identify the elements of implementation.

Securing adequate funding for your programs, policies and practices is an important aspect of the implementation process. As you prepare for the Community Plan Implementation Training, you may want to identify potential funding sources.

There are several places to begin your search. Most of these places are easy to find.

- Funding sources—This section includes contact information for major federal agencies and the top foundations awarding funds to programs focused on positive youth development.
- Current funding opportunities—This section includes funding sources that are currently accepting proposals. Listings are posted in order of their deadlines.
- Funding tips and techniques—This section lists several techniques you can use as you plan and organize your funding proposals.

You should also consider private sources of funding within your community, such as local businesses and foundations. Use local directories to see if your community, county or state has other possible sources of funding.





Notes

Review the slide.

NOTE: For trainings following the established agenda, this will be the end of Day One. You should wrap up, use the Strategic Planning Worksheet to summarize what has been covered today, emphasize key pieces of information and review the agenda for Day Two.

Ask participants to complete the Day One Training Evaluation form. Remind participants that they can find a copy of the form in the pocket of the Participant's Guide.

